

# Edward Peake C of E (VC) Middle School

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## **Accessibility Plan April 2019-2022**

### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Action plan**

<b><u>Target</u></b>	<b><u>Task</u></b>	<b><u>Timescale</u></b>	<b><u>Resources</u></b>	<b><u>Responsibility/ Monitoring</u></b>	<b><u>Cost</u></b>
Access to Curriculum	<ul style="list-style-type: none"> <li>Review accessibility of ICT (including whiteboards)</li> </ul>	Ongoing	Reviewed and currently under the audit review procedure	Headteacher	Specific to individual rooms
Ensure ICT software is appropriate for all pupils with disabilities.	<ul style="list-style-type: none"> <li>Prioritise new software to purchase (magnification and hearing amplification, sound field and hearing loop systems where needed)</li> </ul>	Reviewed at ICT strategy meetings which take place every term.		Deputy Headteacher  Partnership Education  SENDCo	
Access to Curriculum	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>Ongoing programme of staff training in disability needs of pupils.</li> <li>Ongoing programme of staff training in the specific needs of SEND learners.</li> <li>Specific intervention support for SEND learners.</li> </ul>	Ongoing  Book new courses for training sessions with the Assistant Headteacher responsible for CPD.  Deliver INSET training to support SEND knowledge and strategies to differentiate. Deliver weekly sessions to staff to support SEND learners.	Training days, twilight sessions and courses.  Information provided to staff on the CPD board and google drive.	All staff under guidance of Senior Leadership team and SENDCo	Specific to individual courses/CPD opportunities.
Access to wider Curriculum	<ul style="list-style-type: none"> <li>Ensure school activities are accessible to all pupils.</li> <li>Investigate flexibility of hours to cover extra curricular activities if required.</li> <li>Ensure all trips are accessible to all pupils with SEN and disabilities.</li> </ul>	Ongoing and reviewed on a termly basis.  Trips/school visits discussed with trip leaders to ensure inclusivity.	Specific to individual activities	All staff under guidance of SENDCo and the EVC.	Specific to individual activities

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Impact Analysis	<ul style="list-style-type: none"> <li>Analyse impact of behaviour code/ rules, Anti-bullying Policy, visits, homework, etc in relation to all pupils with disabilities/needs. eg do they take into account needs of pupils with ADHD, ASD etc?</li> <li>Review of funding and provision during curriculum and standards meetings. Allocated SEN governor to assist with impact review.</li> </ul>	<p>Ongoing and reviewed half termly in the SLT meetings.</p> <p>Reviewed half termly by the inclusion team.</p> <p>Reviewed half termly by the governing body.</p>	Specific to individual cases.	<p>SENDCo</p> <p>Senior Leadership team</p> <p>Governing body</p>	No costs involved.
Policies – ensure all policies consider the implications of Disability Access	<ul style="list-style-type: none"> <li>Check policies on health/medical related disabilities.</li> <li>Introduce amendments to policies where needed.</li> </ul>	Ongoing	Specific to individual policies.	<p>Medical officer</p> <p>SENDCo</p> <p>SEND administrator</p> <p>Senior Leadership team</p> <p>HR officer</p>	
Inclusive space used to support learners.	<ul style="list-style-type: none"> <li>Development of the HIVE to create a multi-use space which can be used to support all pupils with disabilities and additional needs.</li> <li>Development of the PEAKE to create a multi-use space for break and lunchtime which can be used to support all pupils with disabilities and additional needs.</li> </ul>	<p>Ongoing and reviewed half termly.</p> <p>Use of the HIVE/PEAKE discussed in a weekly inclusion meeting.</p> <p>Staff training for TAs and pastoral support officers.</p> <p><i>*Allocation of space will be reviewed during the expansion 2019-2020.</i></p>	Paper resources, computers and furniture required.	<p>Senior Leadership team</p> <p>SENDCo</p> <p>SEND administrator</p> <p>Finance team</p>	Costs specific to the requirements of the HIVE.

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<p>Premises</p> <p>Increase site access to meet the diverse needs of all people using the school building.</p> <p>Pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>• Ensure all areas of school site including extension are accessible to those with SEN or a disability.</li> <li>• Installation of lift to provide disabled access across all floors as part of the previous expansion.</li> <li>• Installation of Ecophon panels for hall as part of the previous expansion.</li> <li>• Disabled wet room – fully equipped to cover all disabilities as part of the previous expansion.</li> <li>• Ramp access provided where necessary.</li> <li>• Improve signage of evacuation procedures, fire drill etc. (Make fire notices larger and more obvious to all – check large print for VI people and right height etc. Make PEEP plans for pupils/staff with disabilities, medical conditions or temporary injuries)</li> <li>• Ensure disabled toilet access for all users of school.</li> <li>• Accessibility of all specialist teaching rooms to all pupils eg labs, ICT suites, music etc.</li> </ul>	<p>Ongoing</p> <p>Current facilities are reviewed by the premises team every half term.</p> <p>Premises/facilities discussed in the resources governors meeting which meets every half term.</p> <p>Discussions taking place in the expansion planning meetings.</p>	<p>All taken into account through expansion programme 2019-2020.</p>	<p>Headteacher,</p> <p>Deputy Headteacher</p> <p>HR officer</p> <p>Premises manager</p> <p>SENDCo,</p> <p>Site Agent</p>	<p>Costs as part of school extension programme</p>

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Attitudes  To promote positive staff and pupil attitudes towards disability	<ul style="list-style-type: none"> <li>• Encourage local disability groups to visit collective acts of worship.</li> <li>• Invite disabled groups in during PE eg wheelchair basketball, VI team etc.</li> <li>• Take part in national awareness days to promote inclusivity.</li> <li>• Promotion of national awareness days via social media, form discussions and community circles.</li> </ul>	Ongoing	Specific to individual activities	SENDCo  Head of RE  AH/HOD PE  HOY/Form tutors  Senior Leadership Team	Costs specific to individual activities.

Newsletters, lesson resources and information  Availability of documents in alternative formats	<ul style="list-style-type: none"> <li>• Worksheets to be made available in large print to pupils/staff with a VI.</li> <li>• Newsletters/forms etc to have footer in large print stating large print available on request. Monitor uptake of alternative formats of letters.</li> <li>• Review accessibility of newsletters/ letters etc to parents. Make sure letters are loaded onto website regularly so parents can access in large print.</li> <li>• Send out disability questionnaires to all new pupils/parents each year and also to community users yearly. Monitor feedback and action to be taken where needed.</li> </ul>	Immediate and ongoing	Specific to individual cases.	HR officer  Front office staff  Deputy Headteacher  SENDCo	Normal printing and photocopying costs.
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Staff  Promote equality of opportunity for all staff	<ul style="list-style-type: none"> <li>• Encourage disclosure of disability – update annually as needs change.</li> <li>• Update personnel records regularly.</li> <li>• Check application forms etc are accessible to all.</li> </ul>	Ongoing	Advertising of vacancies  Personnel records  Filing cabinets	SENDCo,  SEND administrator  Finance manager  HR officer  Senior Leadership Team	Individual costs specific to vacancies
Transfer/Transition	<ul style="list-style-type: none"> <li>• Ensure all documents/information packs are available in large print.</li> <li>• Send disability questionnaires out with new pupil admission forms at the start of each school year.</li> <li>• Meetings to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs as and when required by the lower school/parents.</li> <li>• Transition of information to lower and upper schools and visits. Meetings with staff from all schools.</li> </ul>	Ongoing-Immediate objective during the Spring/Summer term.	Specific to individual cases.	Front office staff  HOY 5-SM  AH KS2  HOY 8-KR/MR  AH-KS3	Normal printing and photocopying costs.

#### **4. Review and Evaluation**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. The plan will be reviewed every three years by the Senior Leadership team and governors.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- SEND Policy
- Health & Safety Policy
- Equality & Diversity Policy for School Staff

Signed: \_\_\_\_\_

Chair of Governors

Date approved: May 2019

Review date: May 2022